



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2007 (Reports Revised October 2007)  
ID: 11031303  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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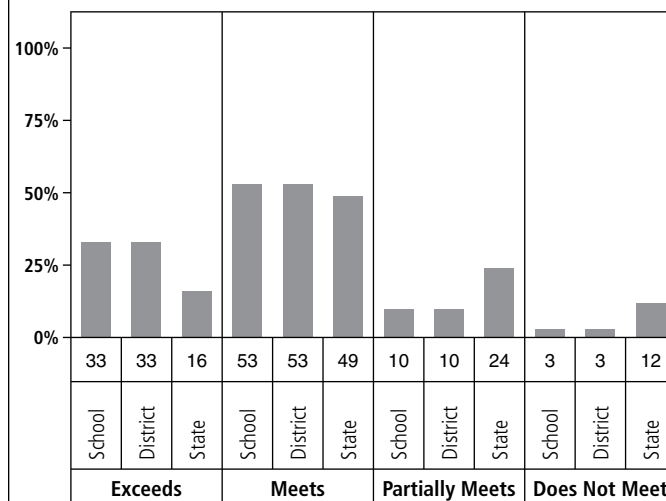
# SUMMARY OF SCORES

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

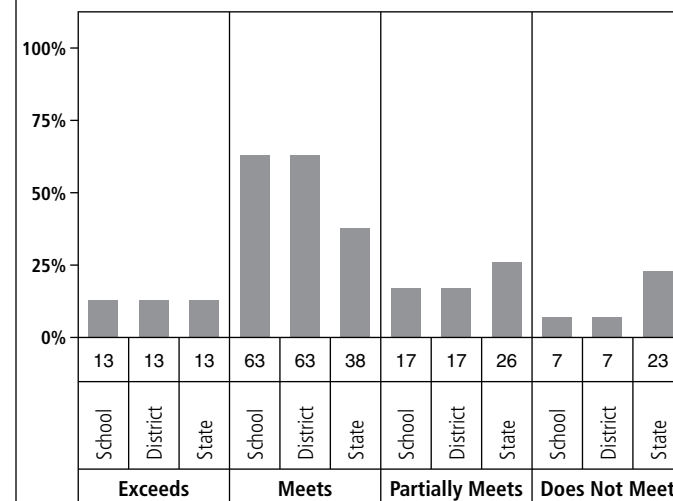
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 2006–2007 Cum. Avg. *	845 <b>854</b> 848	845 <b>854</b> 848	845 <b>847</b> 846
<b>Mathematics</b> 2005–2006 2006–2007 Cum. Avg. *	838 <b>848</b> 842	838 <b>848</b> 842	840 <b>842</b> 841
<b>Science &amp; Technology</b> 2005–2006 2006–2007 Cum. Avg. *	848 <b>851</b> 849	848 <b>851</b> 849	846 <b>847</b> 846
<b>ELA – Writing</b> 2005–2006 2006–2007 Cum. Avg. *	846 <b>846</b> 846	846 <b>846</b> 846	836 <b>836</b> 836

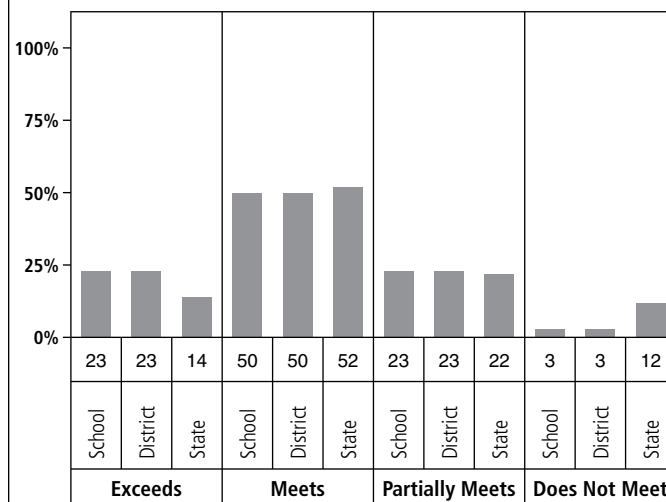
### ELA – READING



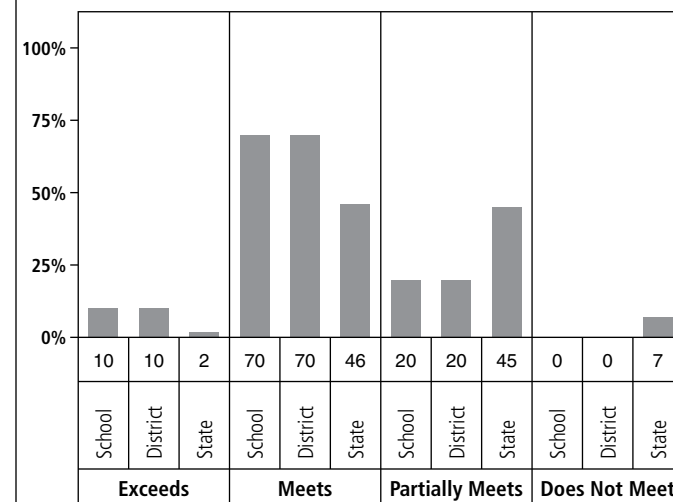
### MATHEMATICS



### SCIENCE AND TECHNOLOGY



### ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
								ELA-Reading						Mathematics						Science and Technology						ELA-Writing									
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		31	100	32	100	15800	100	31	100	32	100	15584	99	31	100	32	100	15578	99	31	100	32	100	15540	99	31	100	32	100	15463	98				
Ethnicity	African American	0	0	0	0	339	2	0	0	0	0	330	98	0	0	0	0	331	99	0	0	0	0	326	97	0	0	0	0	318	95				
	American Indian/Native Alaskan	0	0	0	0	108	1	0	0	0	0	104	98	0	0	0	0	104	98	0	0	0	0	102	96	0	0	0	0	103	97				
	Asian/Pacific Islander	0	0	0	0	194	1	0	0	0	0	189	98	0	0	0	0	189	98	0	0	0	0	188	98	0	0	0	0	188	98				
	Hispanic	0	0	0	0	160	1	0	0	0	0	152	96	0	0	0	0	152	96	0	0	0	0	149	94	0	0	0	0	148	94				
	White	31	100	32	100	14997	95	31	100	32	100	14807	99	31	100	32	100	14800	99	31	100	32	100	14773	99	31	100	32	100	14704	98				
	Not Reported	0	0	0	0	2	0	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100	0	0	0	0	2	100				
Identified disability		3	10	4	13	2649	17	3	100	4	100	2560	97	3	100	4	100	2557	97	3	100	4	100	2539	97	3	100	4	100	2504	95				
Current LEP		0	0	0	0	280	2	0	0	0	0	274	99	0	0	0	0	275	99	0	0	0	0	267	96	0	0	0	0	263	95				
Economically disadvantaged		10	32	11	34	5600	35	10	100	11	100	5479	98	10	100	11	100	5476	98	10	100	11	100	5452	98	10	100	11	100	5411	97				
Migrant		0	0	0	0	8	0	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88	0	0	0	0	7	88				

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology						ELA-Writing					
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	28	90	28	88	13056	83	28	90	28	88	13057	83	28	90	28	88	13065	83	28	90	28	88	13033	82
Identified disability (PET/IEP)	0	0	0	0	474	4	0	0	0	0	477	4	0	0	0	0	488	4	0	0	0	0	492	4
LEP	0	0	0	0	148	1	0	0	0	0	150	1	0	0	0	0	146	1	0	0	0	0	148	1
504 plan	0	0	0	0	186	1	0	0	0	0	185	1	0	0	0	0	185	1	0	0	0	0	184	1
<b>Participation with accommodations</b>	2	6	2	6	2283	14	2	6	2	6	2281	14	2	6	2	6	2248	14	2	6	2	6	2198	14
Identified disability (PET/IEP)	2	100	2	100	1855	81	2	100	2	100	1848	81	2	100	2	100	1831	81	2	100	2	100	1790	81
LEP	0	0	0	0	112	5	0	0	0	0	117	5	0	0	0	0	113	5	0	0	0	0	107	5
504 plan	0	0	0	0	60	3	0	0	0	0	61	3	0	0	0	0	60	3	0	0	0	0	61	3
Other	0	0	0	0	284	12	0	0	0	0	284	12	0	0	0	0	272	12	0	0	0	0	268	12
<b>Participation through alternate assessment (PAAP)</b>	1	3	2	6	239	2	1	3	2	6	240	2	1	3	2	6	227	1	1	3	2	6	232	1
Identified disability (PET/IEP)	1	100	2	100	230	96	1	100	2	100	232	97	1	100	2	100	220	97	1	100	2	100	222	96
LEP	0	0	0	0	8	3	0	0	0	0	8	3	0	0	0	0	8	4	0	0	0	0	8	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	6	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	41	0	0	0	0	0	45	0	0	0	0	0	45	0	0	0	0	0	45	0
<b>Non-participation – other</b>	0	0	0	0	175	1	0	0	0	0	177	1	0	0	0	0	215	1	0	0	0	0	292	2

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	4	8	4	8	2695	17
	<b>2006-2007</b>	<b>10</b>	<b>33</b>	<b>10</b>	<b>33</b>	<b>2407</b>	<b>16</b>
	Cum. Avg.	7	17	7	17	2551	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	29	55	29	55	6830	42
	<b>2006-2007</b>	<b>16</b>	<b>53</b>	<b>16</b>	<b>53</b>	<b>7494</b>	<b>49</b>
	Cum. Avg.	23	55	23	55	7162	45
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	11	21	11	21	3741	23
	<b>2006-2007</b>	<b>3</b>	<b>10</b>	<b>3</b>	<b>10</b>	<b>3628</b>	<b>24</b>
	Cum. Avg.	7	17	7	17	3685	23
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	9	17	9	17	3003	18
	<b>2006-2007</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1810</b>	<b>12</b>
	Cum. Avg.	5	12	5	12	2407	15

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	40.7	72.7	40.7	72.7	36.5	65.2
<b>Literary Text</b>	<b>28</b>	<b>50</b>	20.4	72.9	20.4	72.9	18.0	64.3
<b>Informational Text</b>	<b>28</b>	<b>50</b>	20.3	72.5	20.3	72.5	18.5	66.1

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	30	10	33	16	53	3	10	1	3	854	30	33	53	10	3	854	15339	16	49	24	12	847
<b>Ethnicity</b>																						
African American	0										0						313	6	42	27	26	840
American Indian/Native Alaskan	0										0						103	7	35	38	20	839
Asian/Pacific Islander	0										0						187	17	47	24	13	848
Hispanic	0										0						148	9	45	28	18	843
White	30	10	33	16	53	3	10	1	3	854	30	33	53	10	3	854	14586	16	49	23	11	847
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	2										2						2329	1	18	37	44	830
No	28	10	36	16	57	2	7	0	0	856	28	36	57	7	0	856	13010	18	54	21	6	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	0	40	60	820
Current LEP beyond first year	0										0						255	2	30	31	36	834
<b>Economically disadvantaged</b>																						
Yes	10	1	10	7	70	1	10	1	10	848	10	10	70	10	10	848	5325	7	41	31	21	841
No	20	9	45	9	45	2	10	0	0	858	20	45	45	10	0	858	10014	20	53	20	7	851
<b>Migrant</b>																						
Yes	0										0						7	0	14	57	29	836
No	30	10	33	16	53	3	10	1	3	854	30	33	53	10	3	854	15332	16	49	24	12	847
<b>Gender</b>																						
Female	17	7	41	10	59	0	0	0	0	859	17	41	59	0	0	859	7516	21	50	20	8	850
Male	13	3	23	6	46	3	23	1	8	848	13	23	46	23	8	848	7821	10	47	27	16	844
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	6	86	1	14	0	0	847	7	0	86	14	0	847	803	5	36	38	20	840
No	23	10	43	10	43	2	9	1	4	857	23	43	43	9	4	857	14536	16	50	23	11	848
<b>Gifted/talented program</b>																						
Yes	6	4	67	2	33	0	0	0	0	863	6	67	33	0	0	863	555	58	39	3	0	864
No	24	6	25	14	58	3	13	1	4	852	24	25	58	13	4	852	14784	14	49	24	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	0										0						8	6	35	30	29	838
B. less than one hour	82	9	39	13	57	1	4	0	0	857	82	39	57	4	0	857	48	13	50	25	12	847
C. one to two hours	18	1	20	2	40	1	20	1	20	844	18	20	40	20	20	844	39	20	51	21	7	850
D. more than two hours	0										0						5	23	45	19	14	849
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	50	7	50	4	29	2	14	1	7	857	50	50	29	14	7	857	34	22	52	19	8	851
B. They match some of what I have learned.	46	3	23	10	77	0	0	0	0	854	46	23	77	0	0	854	52	14	51	25	10	847
C. They match just a little of what I have learned.	4	0	0	1	100	0	0	0	0	848	4	0	100	0	0	848	11	8	38	32	22	841
D. There is no match.	0										0						3	5	31	29	36	835
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	39	6	55	5	45	0	0	0	0	860	39	55	45	0	0	860	29	32	52	11	5	855
B. good	46	4	31	9	69	0	0	0	0	857	46	31	69	0	0	857	49	12	54	24	10	847
C. fair	14	0	0	1	25	2	50	1	25	835	14	0	25	50	25	835	19	3	36	39	22	838
D. poor	0										0						3	2	25	35	37	833
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	11	0	0	3	100	0	0	0	0	848	11	0	100	0	0	848	14	10	40	27	23	841
B. about the same as my regular schoolwork	74	8	40	9	45	2	10	1	5	855	74	40	45	10	5	855	63	16	50	24	10	848
C. easier than my regular schoolwork	15	2	50	2	50	0	0	0	0	863	15	50	50	0	0	863	23	20	52	19	9	850
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										0						7	3	28	34	36	834
B. Most of the passages were about the same as what I normally read.	73	8	42	8	42	2	11	1	5	856	73	42	42	11	5	856	51	11	48	28	12	845
C. Most of the passages were easier than what I normally read.	27	2	29	5	71	0	0	0	0	856	27	29	71	0	0	856	41	24	55	15	6	852
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	5	33	9	60	0	0	1	7	855	54	33	60	0	7	855	41	16	48	24	11	847
B. I tried about the same as I do on my regular schoolwork.	46	5	38	6	46	2	15	0	0	856	46	38	46	15	0	856	52	17	51	22	10	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	7	39	30	24	840
How much time do you spend reading at home each day?																						
A. more than one hour	36	5	50	5	50	0	0	0	0	860	36	50	50	0	0	860	18	21	52	19	8	851
B. 20 minutes to an hour	39	4	36	5	45	1	9	1	9	854	39	36	45	9	9	854	41	20	51	20	9	850
C. less than 20 minutes	11	1	33	2	67	0	0	0	0	857	11	33	67	0	0	857	14	14	48	26	13	846
D. I rarely read at home.	14	0	0	3	75	1	25	0	0	845	14	0	75	25	0	845	27	6	45	31	18	842
How do you feel about the following statement? “My knowledge of reading will be useful to me as an adult.”																						
A. strongly agree	57	8	50	8	50	0	0	0	0	860	57	50	50	0	0	860	44	22	52	18	8	851
B. agree	43	2	17	7	58	2	17	1	8	849	43	17	58	17	8	849	48	12	48	27	13	845
C. disagree	0										0						5	4	42	31	23	840
D. strongly disagree	0										0						2	3	33	34	30	836
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards   M = Meets the Standards   P = Partially Meets the Standards   D = Does Not Meet the Standards  
 N = Number

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	3	6	3	6	1714	11
	<b>2006-2007</b>	<b>4</b>	<b>13</b>	<b>4</b>	<b>13</b>	<b>1952</b>	<b>13</b>
	Cum. Avg.	4	10	4	10	1833	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	25	47	25	47	5533	34
	<b>2006-2007</b>	<b>19</b>	<b>63</b>	<b>19</b>	<b>63</b>	<b>5870</b>	<b>38</b>
	Cum. Avg.	22	52	22	52	5702	36
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	9	17	9	17	4764	29
	<b>2006-2007</b>	<b>5</b>	<b>17</b>	<b>5</b>	<b>17</b>	<b>3982</b>	<b>26</b>
	Cum. Avg.	7	17	7	17	4373	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	16	30	16	30	4251	26
	<b>2006-2007</b>	<b>2</b>	<b>7</b>	<b>2</b>	<b>7</b>	<b>3534</b>	<b>23</b>
	Cum. Avg.	9	21	9	21	3893	25

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	9.9	61.9	9.9	61.9	8.8	55.0
Cluster 2: Shape and Size	14	25	7.9	56.4	7.9	56.4	7.3	52.1
Cluster 3: Mathematical Decision Making	8	14	4.8	60.0	4.8	60.0	4.2	52.5
Cluster 4: Patterns	18	32	12.1	67.2	12.1	67.2	10.1	56.1

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/salt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	30	4	13	19	63	5	17	2	7	848	30	13	63	17	7	848	15338	13	38	26	23	842
<b>Ethnicity</b>																						
African American	0										0						317	4	25	27	43	832
American Indian/Native Alaskan	0										0						102	4	25	33	38	833
Asian/Pacific Islander	0										0						187	14	47	22	17	846
Hispanic	0										0						149	6	34	32	28	838
White	30	4	13	19	63	5	17	2	7	848	30	13	63	17	7	848	14581	13	39	26	23	842
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	2										2						2325	1	15	23	61	825
No	28	4	14	18	64	5	18	1	4	850	28	14	64	18	4	850	13013	15	42	26	16	845
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						11	0	27	18	55	825
Current LEP beyond first year	0										0						256	4	22	29	45	831
<b>Economically disadvantaged</b>																						
Yes	10	0	0	6	60	3	30	1	10	838	10	0	60	30	10	838	5322	5	29	29	36	834
No	20	4	20	13	65	2	10	1	5	853	20	20	65	10	5	853	10016	17	43	24	16	846
<b>Migrant</b>																						
Yes	0										0						7	14	0	29	57	832
No	30	4	13	19	63	5	17	2	7	848	30	13	63	17	7	848	15331	13	38	26	23	842
<b>Gender</b>																						
Female	17	0	0	13	76	3	18	1	6	846	17	0	76	18	6	846	7512	12	39	27	22	842
Male	13	4	31	6	46	2	15	1	8	850	13	31	46	15	8	850	7824	14	38	25	24	842
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	5	71	1	14	1	14	842	7	0	71	14	14	842	805	2	22	35	41	832
No	23	4	17	14	61	4	17	1	4	850	23	17	61	17	4	850	14533	13	39	25	22	842
<b>Gifted/talented program</b>																						
Yes	6	3	50	3	50	0	0	0	0	861	6	50	50	0	0	861	555	63	35	2	0	866
No	24	1	4	16	67	5	21	2	8	845	24	4	67	21	8	845	14783	11	38	27	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						8	7	27	23	44	832
B. less than one hour	82	3	13	15	65	4	17	1	4	850	82	13	65	17	4	850	48	11	39	27	23	841
C. one to two hours	18	1	20	3	60	1	20	0	0	851	18	20	60	20	0	851	39	15	40	26	19	844
D. more than two hours	0										0						5	18	36	23	23	843
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	39	2	18	9	82	0	0	0	0	855	39	18	82	0	0	855	34	22	43	20	15	848
B. They match some of what I have learned.	54	2	13	8	53	4	27	1	7	847	54	13	53	27	7	847	48	9	40	29	22	841
C. They match just a little of what I have learned.	7	0	0	1	50	1	50	0	0	843	7	0	50	50	0	843	14	6	27	30	37	835
D. There is no match.	0										0						3	5	14	22	59	827
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	21	2	33	4	67	0	0	0	0	862	21	33	67	0	0	862	24	34	43	13	10	853
B. good	43	2	17	9	75	1	8	0	0	852	43	17	75	8	0	852	46	9	45	27	19	842
C. fair	32	0	0	5	56	3	33	1	11	841	32	0	56	33	11	841	24	2	27	36	35	833
D. poor	4	0	0	0	0	1	100	0	0	836	4	0	0	100	0	836	6	1	13	33	52	827
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	2	40	1	20	2	40	0	0	854	18	40	20	40	0	854	31	3	31	32	34	835
B. about the same as my regular schoolwork	71	2	10	15	75	2	10	1	5	849	71	10	75	10	5	849	53	11	43	27	19	843
C. easier than my regular schoolwork	11	0	0	2	67	1	33	0	0	851	11	0	67	33	0	851	16	38	38	12	12	854
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	54	2	13	9	60	3	20	1	7	848	54	13	60	20	7	848	42	10	38	28	23	841
B. I tried about the same as I do on my regular schoolwork.	46	2	15	9	69	2	15	0	0	852	46	15	69	15	0	852	51	15	40	25	20	844
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						6	13	27	24	36	837
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	29	2	25	4	50	2	25	0	0	852	29	25	50	25	0	852	6	10	33	25	32	838
B. two or three days a week	25	0	0	5	71	1	14	1	14	844	25	0	71	14	14	844	13	9	36	28	27	839
C. two or three times each month	25	1	14	5	71	1	14	0	0	851	25	14	71	14	0	851	39	13	40	27	19	843
D. never	21	1	17	4	67	1	17	0	0	852	21	17	67	17	0	852	41	14	38	24	23	842
<b>Which statement best describes the use of calculators in mathematics class?</b>																						
A. Calculators are used daily.	54	2	13	9	60	3	20	1	7	849	54	13	60	20	7	849	38	15	41	24	19	844
B. Calculators are used once or twice a week.	43	1	8	9	75	2	17	0	0	849	43	8	75	17	0	849	37	12	38	27	23	842
C. Calculators are used once or twice a month.	4	1	100	0	0	0	0	0	0	868	4	100	0	0	0	868	13	11	36	27	26	840
D. Calculators are rarely or never used.	0										0						13	9	33	27	31	838
<b>How do you feel about the following statement?</b>																						
<i>"My knowledge of mathematics will be useful to me as an adult."</i>																						
A. strongly agree	43	4	33	6	50	1	8	1	8	855	43	33	50	8	8	855	56	16	42	24	18	845
B. agree	54	0	0	12	80	3	20	0	0	847	54	0	80	20	0	847	37	9	36	29	26	840
C. disagree	4	0	0	0	0	1	100	0	0	838	4	0	0	100	0	838	5	6	28	26	40	834
D. strongly disagree	0										0						2	3	17	29	51	828
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	4	8	4	8	1879	12
	<b>2006-2007</b>	<b>7</b>	<b>23</b>	<b>7</b>	<b>23</b>	<b>2192</b>	<b>14</b>
	Cum. Avg.	6	14	6	14	2036	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	38	72	38	72	8604	53
	<b>2006-2007</b>	<b>15</b>	<b>50</b>	<b>15</b>	<b>50</b>	<b>7916</b>	<b>52</b>
	Cum. Avg.	27	63	27	63	8260	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	7	13	7	13	3618	22
	<b>2006-2007</b>	<b>7</b>	<b>23</b>	<b>7</b>	<b>23</b>	<b>3340</b>	<b>22</b>
	Cum. Avg.	7	16	7	16	3479	22
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	4	8	4	8	2174	13
	<b>2006-2007</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1865</b>	<b>12</b>
	Cum. Avg.	3	7	3	7	2020	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	9.2	65.7	9.2	65.7	8.8	62.9
Cluster 2: Physical Sciences	14	25	9.4	67.1	9.4	67.1	8.4	60.0
Cluster 3: Earth and Space Sciences	14	25	7.3	52.1	7.3	52.1	7.0	50.0
Cluster 4: Nature and Implications of Science	14	25	8.9	63.6	8.9	63.6	8.0	57.1

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	30	7	23	15	50	7	23	1	3	851	30	23	50	23	3	851	15313	14	52	22	12	847
<b>Ethnicity</b>																						
African American	0										0						314	5	39	26	30	839
American Indian/Native Alaskan	0										0						101	4	40	36	21	841
Asian/Pacific Islander	0										0						186	14	52	19	15	847
Hispanic	0										0						146	8	49	23	21	843
White	30	7	23	15	50	7	23	1	3	851	30	23	50	23	3	851	14564	15	52	22	12	848
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	2										2						2319	2	28	31	38	835
No	28	7	25	15	54	6	21	0	0	853	28	25	54	21	0	853	12994	16	56	20	8	850
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						7	0	29	14	57	820
Current LEP beyond first year	0										0						252	3	31	27	39	835
<b>Economically disadvantaged</b>																						
Yes	10	0	0	6	60	3	30	1	10	844	10	0	60	30	10	844	5307	6	44	29	21	842
No	20	7	35	9	45	4	20	0	0	855	20	35	45	20	0	855	10006	19	56	18	7	850
<b>Migrant</b>																						
Yes	0										0						7	0	43	14	43	837
No	30	7	23	15	50	7	23	1	3	851	30	23	50	23	3	851	15306	14	52	22	12	847
<b>Gender</b>																						
Female	17	2	12	11	65	4	24	0	0	851	17	12	65	24	0	851	7502	13	51	24	11	847
Male	13	5	38	4	31	3	23	1	8	851	13	38	31	23	8	851	7809	15	52	20	13	848
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	4	57	3	43	0	0	844	7	0	57	43	0	844	800	5	38	35	22	841
No	23	7	30	11	48	4	17	1	4	853	23	30	48	17	4	853	14513	15	52	21	12	848
<b>Gifted/talented program</b>																						
Yes	6	3	50	3	50	0	0	0	0	861	6	50	50	0	0	861	553	61	37	1	0	865
No	24	4	17	12	50	7	29	1	4	849	24	17	50	29	4	849	14760	13	52	23	13	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						8	7	40	25	28	840
B. less than one hour	82	6	26	13	57	4	17	0	0	853	82	26	57	17	0	853	48	13	52	23	12	847
C. one to two hours	18	1	20	2	40	2	40	0	0	850	18	20	40	40	0	850	39	18	54	20	8	850
D. more than two hours	0										0						5	18	51	19	13	848
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	50	4	29	8	57	2	14	0	0	855	50	29	57	14	0	855	27	16	54	20	10	849
B. They match some of what I have learned.	46	2	15	7	54	4	31	0	0	849	46	15	54	31	0	849	49	15	52	22	12	848
C. They match just a little of what I have learned.	4	1	100	0	0	0	0	0	0	866	4	100	0	0	0	866	19	13	51	23	13	847
D. There is no match.	0										0						4	7	43	26	25	841
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	18	2	40	2	40	1	20	0	0	855	18	40	40	20	0	855	21	28	53	13	7	853
B. good	79	5	23	12	55	5	23	0	0	852	79	23	55	23	0	852	54	14	55	21	10	848
C. fair	0										0						21	5	46	31	18	842
D. poor	4	0	0	1	100	0	0	0	0	860	4	0	100	0	0	860	3	2	36	32	31	837
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	25	2	29	2	29	3	43	0	0	852	25	29	29	43	0	852	33	14	51	23	13	847
B. about the same as my regular schoolwork	68	3	16	13	68	3	16	0	0	851	68	16	68	16	0	851	57	14	53	22	11	848
C. easier than my regular schoolwork	7	2	100	0	0	0	0	0	0	869	7	100	0	0	0	869	10	19	52	17	13	849
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	54	4	27	7	47	4	27	0	0	851	54	27	47	27	0	851	41	14	53	21	11	848
B. I tried about the same as I do on my regular schoolwork.	46	3	23	8	62	2	15	0	0	854	46	23	62	15	0	854	53	15	52	22	11	848
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	8	41	26	25	841
<b>Which statement describes how often and how long your science class meets?</b>																						
A. We meet every day for 45 minutes to an hour.	39	1	9	7	64	3	27	0	0	850	39	9	64	27	0	850	68	16	54	21	10	849
B. We meet on alternate days for 80 to 90 minutes.	4	0	0	0	0	1	100	0	0	838	4	0	0	100	0	838	16	13	49	23	14	846
C. We meet every day for 45 minutes, plus a longer lab period each week.	54	6	40	7	47	2	13	0	0	855	54	40	47	13	0	855	6	13	46	25	16	845
D. We have a flexible schedule depending on the activities.	4	0	0	1	100	0	0	0	0	852	4	0	100	0	0	852	10	9	46	25	20	843
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	25	3	43	2	29	2	29	0	0	856	25	43	29	29	0	856	26	8	54	24	13	845
B. the course(s) described in A, plus chemistry	25	2	29	5	71	0	0	0	0	855	25	29	71	0	0	855	23	16	54	19	12	848
C. the course(s) described in B, plus physics	14	2	50	2	50	0	0	0	0	858	14	50	50	0	0	858	22	30	48	14	8	853
D. a life science and physical science class	36	0	0	6	60	4	40	0	0	846	36	0	60	40	0	846	28	7	51	28	13	845
<b>How do you feel about the following statement?</b> <i>"My knowledge of science and technology will be useful to me as an adult."</i>																						
A. strongly agree	32	3	33	3	33	3	33	0	0	852	32	33	33	33	0	852	29	19	53	17	10	850
B. agree	68	4	21	12	63	3	16	0	0	853	68	21	63	16	0	853	54	14	52	22	11	848
C. disagree	0										0						13	7	49	28	16	844
D. strongly disagree	0										0						3	4	46	27	24	841
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# ELA–WRITING RESULTS

Date: March 2007  
Grade: 8  
District: Mechanic Falls School Dept  
School: Elm Street Sch-Mechanic Falls

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 861–880)	2005-2006 <b>2006-2007</b> Cum. Avg.	3 3	10 10	3 3	10 10	285 285	2 2
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 841–860)	2005-2006 <b>2006-2007</b> Cum. Avg.	21 21	70 70	21 21	70 70	6948 6948	46 46
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 817–840)	2005-2006 <b>2006-2007</b> Cum. Avg.	6 6	20 20	6 6	20 20	6873 6873	45 45
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 800–816)	2005-2006 <b>2006-2007</b> Cum. Avg.	0 0	0 0	0 0	0 0	1125 1125	7 7

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	12.9	64.5	12.9	64.5	10.4	52.0
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.6	55.0	6.6	55.0	5.3	44.2
Standard English Conventions (Standard F)	8	40	6.3	78.8	6.3	78.8	5.2	65.0

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write narrative (grade 5) or persuasive/argumentative (grade 8) writing responses. Content standards F and G are defined in Maine’s *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 8  
 District: Mechanic Falls School Dept  
 School: Elm Street Sch-Mechanic Falls

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	30	3	10	21	70	6	20	0	0	846	30	10	70	20	0	846	15231	2	46	45	7	836
<b>Ethnicity</b>																						
African American	0										0						305	1	37	50	12	832
American Indian/Native Alaskan	0										0						102	1	25	58	17	829
Asian/Pacific Islander	0										0						186	2	49	39	10	837
Hispanic	0										0						145	0	37	57	6	834
White	30	3	10	21	70	6	20	0	0	846	30	10	70	20	0	846	14491	2	46	45	7	836
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	2										2						2282	0	12	58	30	823
No	28	3	11	21	75	4	14	0	0	847	28	11	75	14	0	847	12949	2	52	43	3	838
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	821
Current LEP beyond first year	0										0						250	0	30	55	15	830
<b>Economically disadvantaged</b>																						
Yes	10	0	0	7	70	3	30	0	0	842	10	0	70	30	0	842	5264	1	33	54	12	832
No	20	3	15	14	70	3	15	0	0	847	20	15	70	15	0	847	9967	3	52	40	5	838
<b>Migrant</b>																						
Yes	0										0						7	0	43	29	29	829
No	30	3	10	21	70	6	20	0	0	846	30	10	70	20	0	846	15224	2	46	45	7	836
<b>Gender</b>																						
Female	17	3	18	13	76	1	6	0	0	851	17	18	76	6	0	851	7476	3	58	37	3	840
Male	13	0	0	8	62	5	38	0	0	839	13	0	62	38	0	839	7753	1	34	53	12	832
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	5	71	2	29	0	0	845	7	0	71	29	0	845	796	0	32	58	10	831
No	23	3	13	16	70	4	17	0	0	846	23	13	70	17	0	846	14435	2	46	44	7	836
<b>Gifted/talented program</b>																						
Yes	6	1	17	5	83	0	0	0	0	848	6	17	83	0	0	848	553	10	74	16	0	847
No	24	2	8	16	67	6	25	0	0	845	24	8	67	25	0	845	14678	2	45	46	8	835

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number